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ABSTRACT

A two week teacher training institute for Native American bilingual/bicultural education was held in the summer of 1978 at Brockport State University of New York. Educational Programs for bilingual and bicultural learning environments for Native American students had been hampered by insufficient teachers and teacher trainers and the use of inadequate and non culture based materials. The Institute sought (1) to develop an initial competency based teacher training program in well proven methods; (2) to evaluate effects of such methods with Native American students; and (3) to develop a long range training program drawing on expertise of those already trained. Participants included both teachers and administrators. The teacher training program centered on five content areas of language, culture, history, music, and crafts. Training included steps to quality lesson planning, design of lessons to meet individual student needs, creation of slides without cameras or equipment, and instructional methods for bilingual and bicultural education. Administrators had additional instruction in supervision techniques for bilingual settings and student behavior from a cultural perspective. Followup for participants will include five group sessions during the school year, on-location monitoring and assistance, and an advanced training institute for summer of 1979. (DS)

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INDIAN TEACHER TRAINING MODEL

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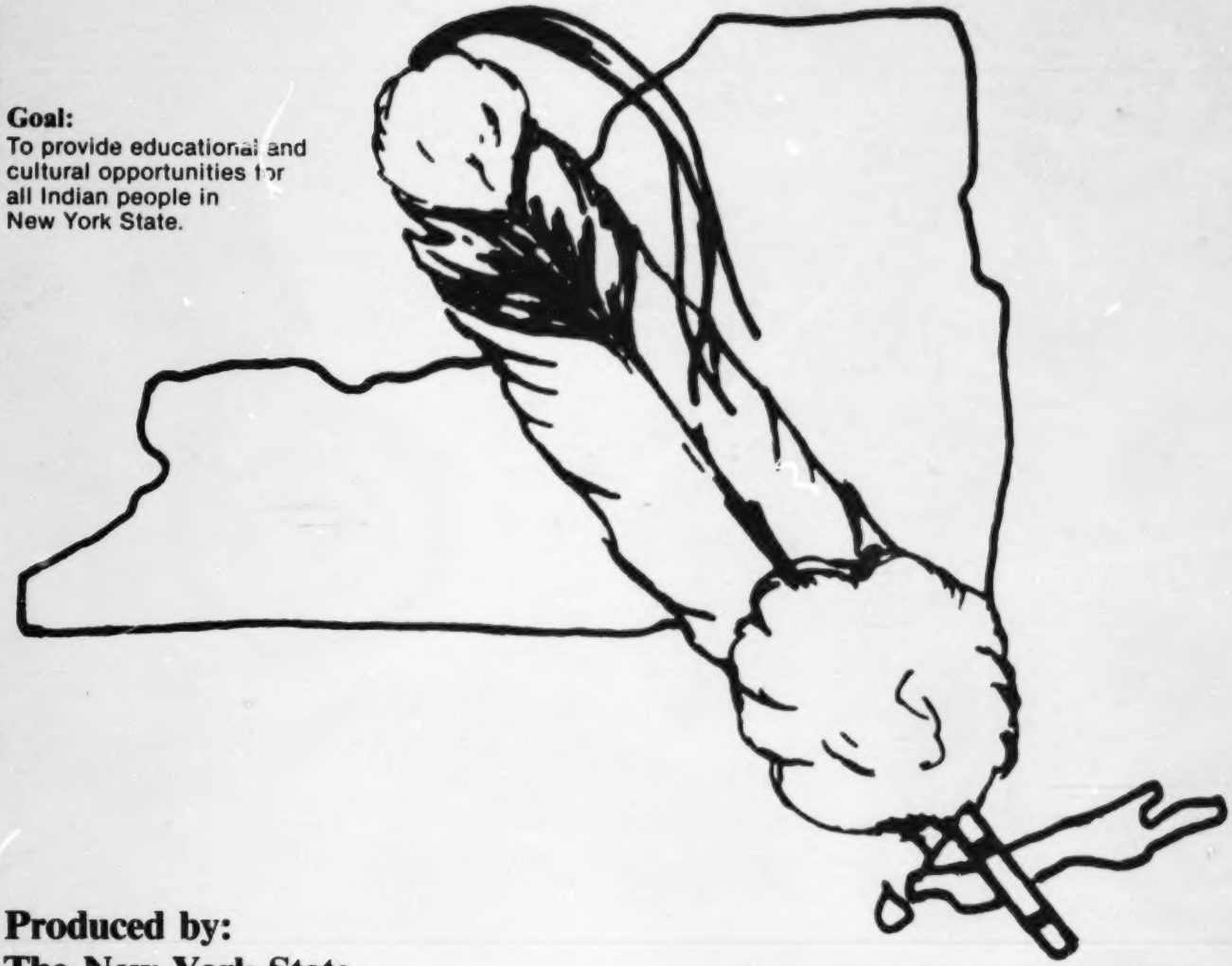
To provide educational and cultural opportunities for all Indian people in New York State.



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THE NEW YORK STATE INDIAN EDUCATION COALITION

TEACHER TRAINING INSTITUTE
FOR
NATIVE AMERICAN BILINGUAL/BICULTURAL EDUCATION

- PHASE I -
S.U.N.Y. BROCKPORT
SUMMER, 1978

INSTITUTE DIRECTOR/TRAINER: MR. RAYMOND FOUGNIER

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S.U.N.Y. BROCKPORT

NEW YORK STATE INDIAN EDUCATION COALITION

OFFICE OF CULTURAL EDUCATION

NEW YORK STATE EDUCATION DEPARTMENT

Foreward

This manual represents another effort by New York States' Native Americans to overcome the results of an-until recently-unresponsive educational system: insufficient teachers and teacher trainers, the use of inadequate and non culture based techniques and materials-among others.

The "Teacher Training Institute for Native American Bilingual/ Bicultural Education" thus sets forth ground work for significant educational changes geared at systematically implementing the recommendations presented by the Board of Regents in their policy statement on "Native American Education":

> "A plan be developed that will enable selected teacher training institutions in New York State to provide courses and other teacher-training experiences that relate to the cultures and heritages of Native Americans, In addition, this plan should provide for the establishment of Statewide preservice and inservice teacher-training programs to assist those who teach Native American children."

In view of the success attained by Native American educators involved in the "Institute", I encourage further institutions sponsorship and continued participation of professionals responsible for ensuring equal access to educational and economic opportunities for minorities. It is only through this process that New York State will retain and enhance its leadership role in the field of education.

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WHAT LEAD TO THE ESTABLISHMENT OF THIS SUMMER'S INSTITUTE?

TO put it in perspective, you really have to go back to July 1975. At that time, the Board of Regents of the New York State Education Department adopted a statement of policy concerning "Native American Education."

That statement recognized the preference of Native Americans for retaining their own specific tribal cultural identities and life styles. To this end, educational programs were recommended which provide bilingual and bicultural learning environments for students.

Three specific recommendations included:

1. Development of courses provided through selected teacher training institutions.
2. Development of curricula furthering Native American opportunities.

3. Development of special bilingual/bicultural instructional program.

At the present time, the thirteen Title IV-A projects in New York State are in the process of offering supplementary educational opportunities to Native American students in grades K-12. The five major areas being addressed are language development, culture, history, Native American crafts and music. Throughout the projects, the range of offerings and differences among students are widely varied. And, consequently, such are the concerns and frustrations expressed by directors and teaching staff.

Teaching staff members are continually seeking instruction in areas related to bilingual educational procedures, basic lesson planning, means for dealing with classes greatly heterogeneous in regard to abilities and attitudes, class management and discipline, and strategies for guiding and motivating student study. Even the best intended project director is hard pressed in relation to time or personal ability to offer such direct and obviously necessary staff training.

The problem, then, was rather clear; if target population students are to receive a fulfilling rather than superficial educational experience, the teaching staff must both be and feel confident and competent to provide that education. Piece-meal attempts to do so have never had more than the most immediate positive results, and attempts without investigation of real results in classroom settings are too subjective to be valid.

The general need, then, is for a staff development process which systematically, over time, trains teachers in those skills necessary for doing their job and which allows for trained personnel to subsequently employ their expertise not only in their own classrooms, but in the training of other staff members as well.

Clearly then, two very specific needs emerge:

1. The need for educational programs which lead to growth in <u>student achievement and attitude</u>.
2. The need for staff development programs which lead to growth in <u>teacher knowledge and ability</u> to create quality instructional situations.

HOW DID THIS INSTITUTE PLAN TO MEET THESE NEEDS?

THROUGH *something which intuition had told us was best all along: common sense! The first step in developing such a program was to have very clear purposes in mind. This Institute; objectives were rather simple and direct:*

1. *To develop and run an initial competency based teacher training program in well-proven methods;*
2. *To carry out and evaluate effects of such methods with real life Native American students;*
3. *To develop a long range training program, drawing on expertise of those already trained.*

These objectives were viewed as sensible and worthwhile by both the State Education Department and the members of the Coalition.

The second step in the Institutes' planning consisted of finding the right people for the jobs to be done. Common sense again gave us a direction.

By combining the expertise of the State Education Department, the Coalition directors and staff, the State University System, and selected educational methods specialists, five pieces were put in place:

a. Funding for trainers and participants;

b. Course credit and accomodations;

c. Rich and widely varied materials and talent resources;

d. A course of study practical enough to be translated into useful lessons at several levels;

e. An organized plan for follow-up and evaluation.

With these pieces in place, and with objectives clearly directed to meet felt needs, the Institute was launched.

WHAT SPECIFIC SORTS OF TRAINING TOOK PLACE DURING THE TWO-WEEK INSTITUTE?

PARTICIPANTS at the Institute included both teaching and administrative staff. The two-week program attempted to meet the expressed needs of both groups in a reasoned and practical manner.

Materials resources were wide and varied. Texts, films, tapes, slides, pamphlets, visuals, graphics, games, and recordings - both professionally packaged and locally developed - were exposed to participants. A large multi-media resource laboratory was established in an area adjoining the instructional classrooms.

The training program for the teaching staff dealt with five main educational content areas: Language, Culture, History, Music, Crafts.

The training itself consisted of specific competencies to be mastered by participants through the development of individual lessons appropriate to their own classrooms. The umbrella topic which formed the framework of the training was:

Careful selection of material is important to a good lesson plan.

Teachers learn to design lessons to meet individual student needs.

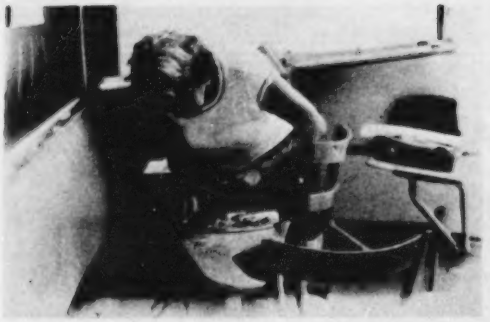
Books and magazines are a good source of materials needed.

Creativity can be fun!

Audio-Visual Aides Can Be Created By Making Your Own Slides.

Pick out the pictures You want to use.

Soak your picture in warm water.



The finished product sealed with an iron.

12

Teacher Selected Material Should Be Carefully Reviewed And Examined Before Using It In The Classroom.

A Resource Center can be a good place to keep all usable "stuff".

Classroom arrangement should be set up so you have everything you need for your lesson right there.

BILINGUAL MULTICULTURAL CURRICULUM PLANNING AND DEVELOPMENT

At the core of the training was an eight-step common sense approach to quality lesson planning, from content selection through evaluation. This process - a way of thinking translated into practice - set the framework for all educational strategies and methods taught.

EIGHT STEPS TO QUALITY LESSON PLANNING *

1. What do I want to teach?
2. What "stuff" do I have that I can use?
3. What do I want my kids to learn? (What do I want them to be able to do?).
4. How can I get them interested in the topic?
5. What sorts of help should I give them?
6. What do I do and what do they do?
7. How can I find out what they've learned?
8. What can go wrong?

Following description, demonstration, and simulation of the "Eight-Step" process, practical and theoretically sound instructional methods were taught. These methods,

* C. 1978

which applied to specific steps in the lesson planning process, concerned the following topics:

A. Bilingual Education: Methods and Materials in Language Art
B. Bilingual/Bicultural Education: Theories and Methods
C. Language Experience and Creative Expression
D. Classroom Management for a Bilingual Setting
E. Guiding Student Achievement
F. Individualizing and Motivating Interest

Within these topics, specific methods to be mastered included such diversity as:

a. Multi-level materials development
b. Resource materials search techniques
c. Use of prepared slides for multiple purposes
d. Development of slides without cameras or equipment
e. Packets for personalized study
f. Multi-level reading guides
g. Effective story-telling
h. Use of song/poetry/dance
i. Flannel boards, posters, and graphic visuals

as instructional tools at many levels

j. Multi-media as ally - antagonist

k. Language experience and vocabulary development

l. Using natural resources for cultural appreciation

m. Using language experience for enhancing self esteem

n. And more.

The Institute's offering for administrators included much of the above training, yet differed in two ways. First, administrators were encouraged yet not required to develop classroom lessons for each area of competency. Teaching staff, on the other hand, had such lesson planning as a major requirement for the course.

Secondly, administrators were given additional intensive training in the areas of A.) Supervision Techniques for Bilingual Settings, and B.) Student Behavior from a Cultural Perspective. The former topic included strategies for dealing with stressful classroom situations in a positive manner, nipping incidents short of crisis, and creating productive school settings. The latter topic dealt with procedures for improving

instruction through a synergetic process of productive classroom observation.

IS THERE ANY FORM OF PLANNED FOLLOWUP TO THE INSTITUTE EXPERIENCE?

AS was implied earlier, this staff development program is ultimately viewed as a long range process. Too many one-shot programs to stopgap immediate concerns have created an initial veneer of enthusiasm and illusion of positive movement. Without planned followup, such an illusion turns in short order to disappointment and frustration. We hope to avoid such a situation.

The present plan is that as participants gain competence and confidence, their expertise will subsequently be used to train others. Through careful management, systematic evaluation, and sound training based on real needs, the "snowballing" effect - wherein the trained use their expertise with the less trained - should allow each element of the project its own freedom, yet

maintain consistent quality throughout. History has shown that only when such carefully planned followup exists does real change occur.

The planned followup to Phase I of the Institute includes four steps.

1. On location local monitoring and assistance to teacher implementation by project directors trained in methods of classroom observation for staff development.
2. Five total group followup sessions between September and May for purposes of sharing experiences, modifying approaches, and recommending subsequent instructional needs.
3. A Phase II training Institute to be held in the summer, 1979. 1978 participants will receive more advanced training in developing longer units of instruction and will assist in the implementation of a program for new participants.
4. Continued planning sessions among advisory committee and consultants for purposes of

monitoring progress, modifying program, analyzing subjective and objective evaluation data, and establishing how best to determine special needs of Native American students as well as how best to meet such needs.

WHAT SIGNS OF SUCCESS DO YOU LOOK FOR?

SUCCESS for teacher participants can be determined by degree of mastery of trained teaching strategies; degree of implementation in actual classroom settings; and degree of interest in continued program participation.

Success for students will be determined through growth in student achievement, as well as in attitude toward self and culture.

Success for the program will be based on degree of interest in continued or increased participation; degree to which specific needs of Native American students continue to be clearly identified and dealt with th-

rough purposeful common sense.

That the initial Institute achieved at least some degree of its hoped for success is demonstrated through letters received following the summer sessions. Although personal attitudes form only one part of any realistic evaluation design, such positive testimony as follows gives Institute planners the feeling that they are headed in the right direction. Apparently, then, common sense has been the right first step.

".....the staff and myself found the classes to be very interesting and informative." "We are all looking forward to the followup sessions with the expectation of obtaining new and interesting methods of teaching."

Don Sundown, Project Director
Tonawanda Band of Senecas
Johnson-O'Malley Program

"I am confident that I will do a better job in

the classroom ....."

Veronica Papineau, teacher

Title IV A Program

Syracuse, New York

".....I am sure we can expect some very useful teaching materials as a result of this course."

Philip Tarbell

Specialist in Indian Culture

The State Education Department

"The funds spent on this Institute were some of the wisest investments Indian Education projects have ever made."

Sid George

Program Supervisor

North Syracuse Central School District

"This type of training has been needed by people teaching in the Indian Education Programs for a long, long time."

Barbara Bethmann

Native American Home/School Coordinator

Rush-Henrietta Central School District

"It is my opinion that programs such as this are paramount if we are to have success in Native American Education."

Melissa Mercendetti

Program Aide

Rush-Henrietta Central School District

"I learned a lot and I can't wait to apply this knowledge toward my teaching this Fall." "It's amazing how you can take a bit of material and make a lesson from it."

Peg Bova, teacher

North Syracuse Central School District

"I was impressed by both the content and organization of your activities ....."

Barbara Sjostrom

Associate, Bilingual Education

The State Education Department

HOW MIGHT SOMEONE ACQUIRE FURTHER INFORMATION ON THE INSTITUTE?

ALTHOUGH *there are several folks who can help you here, the most efficient way would be to write or call Mr. Raymond Fougnier at 1005 Cogswell Avenue, Solvay, New York, 13209, area code 315-488-7218.*